Anthony C. Traina Elementary School

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Grades K-8
CDS Code 39-68544-0105718

SARC

2016-17
School Accountability
Report Card

Published in 2017-18

Jefferson SD

Jefferson School District ▪ 1219 Whispering Wind Drive Tracy, CA 95377 ▪ www.jeffersonschooldistrict.com
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Principal's Message

Anthony Traina Elementary School is a transitional kindergarten through eighth grade (TK-8) public school in the Jefferson School District in Tracy, California. The school staff, parents and community have made academic achievement and mastery of the English language the focus of our instructional program. We believe that all students can learn at high levels, and that we need to work interdependently to achieve that mission. We have adopted the Common Core State Standards. Traina School has also provided nearly all the teachers of grades TK-8 professional development with Project GLAD training. This has created an increase in student engagement as well as student use of academic vocabulary in classroom discussions and writings.

The staff is currently developing together as a Professional Learning Community (PLC), having sent the majority of the teachers to a Solution Tree summer institute over the past two years. The dedication of the staff to developing in these collaborative practices will help ensure the quality of learning for every Traina student.

The teaching staff has been trained in several classroom interventions strategies. Additionally, a support system is in place to address student academic, behavioral or attendance concerns. We have an intervention program that supports students who are not reading at grade level and works with students who are struggling with the English language arts (ELA) content. We also have after-school intervention programs that are designed to help at-risk students.

Utilizing these programs, for the first time in the school's 11-year history, every eighth grader in the class of 2017 graduated from eighth grade.

The goals for the 2017-18 school year include taking the next steps in our PLC process and increasing state test scores, while maintaining our passion for serving the whole child.

At Traina, we recognize students daily with Tiger Tickets, monthly through Principal's Lunch, and every trimester with the ACE awards. The Positive Behavioral Intervention and Supports (PBIS) team opened the highly successful Tiger Store, where students can spend their Tiger Tickets, which are earned for positive behavior, on prizes. Parents are encouraged to volunteer in their child's classroom and be involved in the school governance system.

School Mission Statement

Anthony Traina Elementary School takes collective responsibility to guarantee all students learn at high levels.

School Vision Statement

In order to achieve our mission, we envision a school in which the staff unite to achieve a common purpose by:

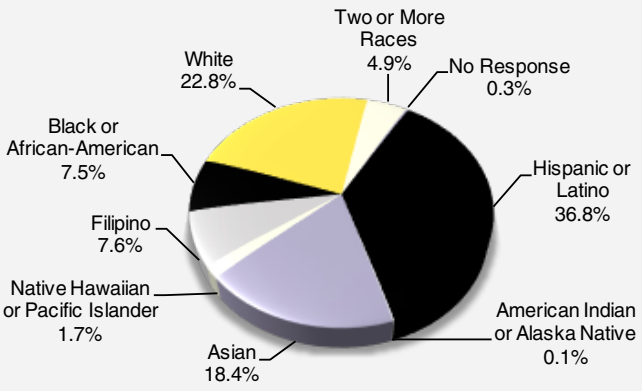
- Using data and assessment to drive instruction
- Working together, interdependently, in collaborative teams focused on student-centered learning
- Seeking out and implementing a variety of best practices to improve student achievement
- Addressing the specific needs and learning styles of all students
- Demonstrating a personal commitment to the whole child in order to achieve academic success
- Partnering with the school community to better enrich the lives of our students

Enrollment by Student Group

The total enrollment at the school was 751 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year



Socioeconomically disadvantaged	31.20%	English learners	25.20%	Students with disabilities	8.40%	Foster youth	0.50%

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The mission of the Jefferson School District is to provide a safe, equitable, engaging and rewarding environment where students, teachers and parents partner in student programs that emphasize academics, physical fitness and the arts. The result of this effort is to challenge students to be lifelong learners who are positive and productive citizens, prepared for life beyond Jefferson School District, and also care about education.

Governing Board

Dan Wells, *President*

Brian Jackman, *Vice President*

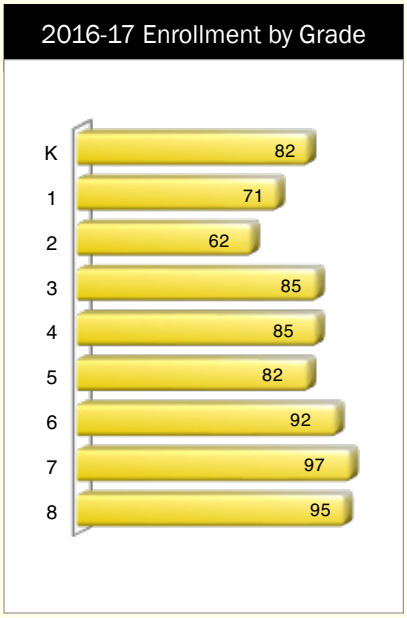
Pete Carlson, Clerk

Phil Raya, Member

Debbie Wingo, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



Types of Services Funded

Jefferson School District provides the following programs and supplemental services to its students:

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- English Language Acquisition Program (ELAP)
- School Safety
- PEER/Peer Assistance and Review (PAR)
- Class Size Reduction
- Beginning Teacher Support and Assessment (BTSA)

Parental Involvement

An active Parent Teacher Association (PTA) supports the students and staff in many supplementary and enriching activities. If you would like to become involved in our PTA, please contact the school office, and we will get you in touch with the appropriate contact person.

Traina families are informed of school events and activities by visiting our website at www.jeffersonschooldistrict.com and our school Facebook page; through various fliers and bulletins sent home with students; and through Aeries School Loop, our school-to-home communication system. Parents and guardians are encouraged and invited to get involved in the educational experience of their children. The Traina PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), back-to-school night, open house, Winter Program, classroom performances, and volunteering in their child's classroom are just some of the opportunities available for parents to get involved.

For more information on how to become involved with the school, contact school clerk Peggi Johnson at (209) 839-2379.

School Safety

In the 2017-18 school year, a new safety committee was established. The committee includes teachers from different grade levels and the vice principal. Last year's committee updated the plan both in the fall and in May to prepare for the 2017-18 school year. An emphasis was put on updating evacuation and shelter plans in the 2017-18 school year. Monthly drills are held, with some in the morning and some in the afternoon, so that students practice in different classes (in the upper grades) and during different time frames of the day.

An emergency-plan flip chart is displayed in each classroom. The flip chart includes the following disaster topics: fallen aircraft, flood preparedness, fire, student kidnapping or missing child, school campus shooting, earthquakes, hostage crisis on school campus, bomb threats, bomb-threat checklist, explosion or chemical accident, and lockdown.

A comprehensive school safety plan is on file at the school site and is emailed to every Traina staff member with district email. It is reviewed and revised as necessary each year by November 30. The school safety plan was last reviewed, updated and discussed with the school faculty in December 2017.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

"We believe that all students can learn at high levels, and that we need to work interdependently to achieve that mission."

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates — **Three-Year Data**

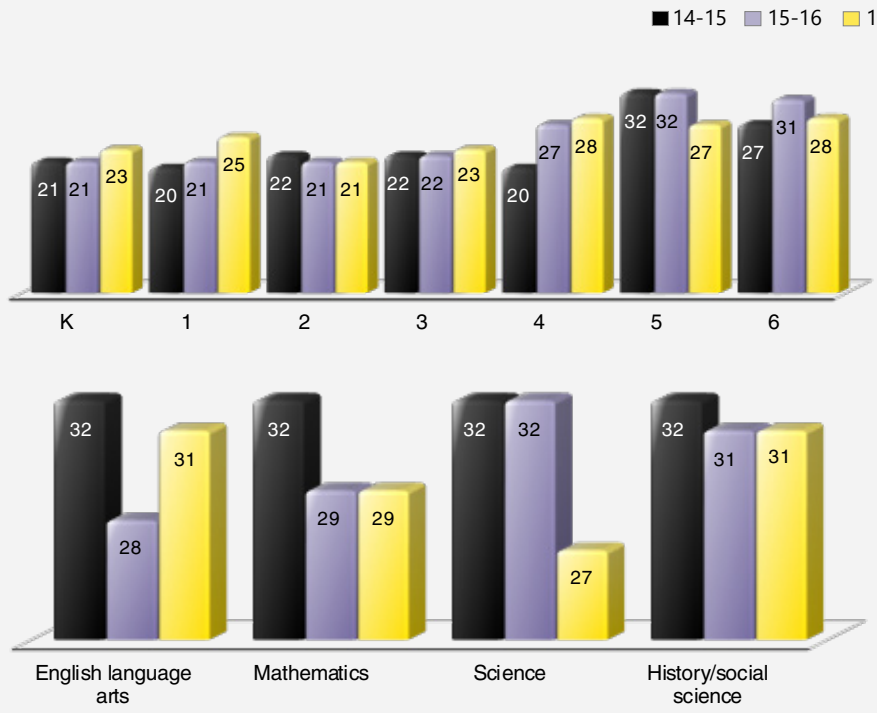
	Traina ES			Jefferson SD			California		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspension rates	5.8%	2.8%	1.8%	3.5%	2.7%	3.5%	3.8%	3.7%	3.6%
Expulsion rates	0.2%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2014-15			2015-16			2016-17		
Grade	**Number of Students**								
	1-20	**21-32**	**33+**	**1-20**	**21-32**	**33+**	**1-20**	**21-32**	**33+**
K	1	2			3			3	
1	1	2			3			3	
2	4				4		1	2	
3		4			4			4	
4		3			3			3	
5		3			3			3	
6		3			3			3	
Subject	**Number of Students**								
	1-22	**23-32**	**33+**	**1-22**	**23-32**	**33+**	**1-22**	**23-32**	**33+**
English language arts		6			6			5	1
Mathematics		6			6		1	4	1
Science		6			6		1	6	
History/social science		6			6			6	

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2016-17 School Year	
Grade 5	
Four of six standards	25.0%
Five of six standards	22.6%
Six of six standards	25.0%
Grade 7	
Four of six standards	14.6%
Five of six standards	29.2%
Six of six standards	35.4%

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/ Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced — **Two-Year Data**

	Traina ES		Jefferson SD		California	
Subject	**14-15**	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	64%	66%	65%	64%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards — **Two-Year Data**

	Traina ES		Jefferson SD		California	
Subject	**15-16**	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
English language arts/literacy	52%	49%	53%	54%	48%	48%
Mathematics	39%	35%	45%	45%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program — **2017-18 School Year**

	Traina ES	Jefferson SD
Program Improvement status	In PI	Not In PI
First year of Program Improvement	2012-2013	✧
Year in Program Improvement	Year 2	✧
Number of schools currently in Program Improvement		1
Percentage of schools currently in Program Improvement		100.00%

✧ Not applicable. The district is not in Program Improvement.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards

2016-17 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	548	544	99.27%	49.08%
Male	281	278	98.93%	43.53%
Female	267	266	99.63%	54.89%
Black or African-American	43	43	100.00%	32.56%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	104	104	100.00%	58.65%
Filipino	42	42	100.00%	59.52%
Hispanic or Latino	194	192	98.97%	42.19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	126	124	98.41%	51.61%
Two or more races	26	26	100.00%	69.23%
Socioeconomically disadvantaged	183	180	98.36%	41.11%
English learners	168	166	98.81%	55.42%
Students with disabilities	47	46	97.87%	4.35%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	548	544	99.27%	35.48%
Male	281	278	98.93%	33.81%
Female	267	266	99.63%	37.22%
Black or African-American	43	43	100.00%	18.60%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	104	104	100.00%	43.27%
Filipino	42	42	100.00%	40.48%
Hispanic or Latino	194	192	98.97%	30.21%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	126	124	98.41%	37.90%
Two or more races	26	26	100.00%	50.00%
Socioeconomically disadvantaged	183	180	98.36%	27.78%
English learners	168	166	98.81%	36.75%
Students with disabilities	47	46	97.87%	15.22%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2017-18 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

The steps below describe the selection process for our textbooks and instructional materials.

1. These decisions are made before beginning the process:
   - Discuss critical issues with administrators and curriculum representatives
   - Determine issues unique to district needs
   - Needs assessment
   - School improvement plans
   - Superintendent direction
   - Board direction
   - Review the state's textbook-adoption committee's evaluation of textbooks—look at criteria used overall in relation to each textbook and publisher
2. We then form a committee of administrators, teachers (representatives from all grade levels) and parents.
3. The committee reviews, research and identifies essential K-8 curriculum and assesses needs.
4. The committee establishes consensus on the most important criteria to evaluate during initial screening.
5. Depending on how many textbook programs have been approved, we make arrangements to preview samples. An initial preview may be necessary to determine whether the committee needs to preview all samples. All textbooks are from the state-approved list.
6. The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.
7. Community members are invited to review curriculum and provide feedback.
8. The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.
9. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	**Textbook**	**Adopted**
English Language Arts & ELD	*Wonders*, McGraw-Hill (K-5)	03/2017
English Language Arts & ELD	SpringBoard, College Board (6-8)	05/2017
Mathematics	*California Go Math!*, Houghton Mifflin Harcourt (K-8)	05/2014
Science	*California Science*, Scott Foresman (K-5)	06/2007
Science	*California Earth Science*, Scott Foresman (6)	06/2007
Science	*Focus on Life Science*, Glencoe (7)	06/2007
Science	*Focus on Physical Science*, Glencoe (8)	06/2007
History/social science	*California History-Social Science*, Scott Foresman (K-5)	06/2006
History/social science	*Ancient Civilizations*; Holt, Rinehart and Winston (6)	06/2006
History/social science	World History: *Medieval to Early Modern Times*; Holt, Rinehart and Winston (7)	06/2006

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	2017-18 School Year
Data collection date	9/12/2017

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status — 2017-18 School Year

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	7/26/2017
Date of the most recent completion of the inspection form	7/26/2017

School Facilities

Traina School was built in 2006. The campus consists of an administration/kindergarten building; library; cafeteria/multipurpose room; 16 portables; and a classroom building that houses the computer lab, which we now use for other purposes, since we have Chromebooks for the classrooms. Classrooms are located in one of three wings, with the exception of music and physical education (PE). We use the Band Room at the back of the gym for music and band for grades 3-8, while the backstage area of the multipurpose room is for K-2 music. PE uses portables for classroom work and the outdoors and gym for the majority of their activities. Each wing has its own interior student work area and restroom facilities. Directly east and located on our 14 acres are our district offices and Tender Loving Care day care. Bordering the school to the north are neighborhood homes. To the south is Whispering Wind Drive, and immediately west is Windsong Drive.

Upon arriving at school, students report to the cafeteria, where they are supervised. At 8 a.m., the campus is open to students. Staff is present and visible each morning to greet students on campus and in the classroom. During the instructional day, exterior classroom doors remain locked for student and staff safety. All visitors on campus are required to check in at the office and wear a visitor's badge. A parent or guardian must sign students out when leaving the campus early.

At the conclusion of the instructional day, each teacher of grades TK-5 walks their students out to the front of the school for pickup. Students may leave the campus by whatever means permitted in writing by their parents or guardians. TK-5 teachers supervise their students until they are picked up, or they deposit them in the office in the event a parent is running late. No student may leave the campus with an unauthorized person. Students in grades 6-8 are released at the end of the day, and the teachers follow them out to the front of the school to ensure they depart campus safely. The principal or vice principal and staff members monitor traffic to ensure the safety of students.

All aspects of the campus are in excellent working order and free of debris. Three full-time custodians were hired to maintain the campus and facilities.

The entire site is 14 acres. Approximately 6 acres comprise our former temporary campus, which is now three PE classrooms. Tender Loving Care day care and our district offices. Students have a blacktop area with basketball hoops, four square, wall ball, kickball and tetherball. The playground structure playbox is quite large, having many activities of interest for students ages 5 and older. The kindergarteners have their own fenced-in play yard near their classrooms.

Anthony Traina School also has a large grass play field. During the summer and fall of 2012, shade structures were added to the blacktop area near the outdoor stage and the kindergarten play area. In addition to the blacktop shade area, Traina now also has 20 picnic tables for outdoor eating.

Continued on sidebar

School Facilities

Continued from left

The student to Chromebook ratio in grades 1-8 is 1:1, which has allowed us to close the computer lab and have students work in their own classrooms with access to the internet and computer activities. Kindergarten has 10 Chromebooks available per class, and our intervention program has a cart of Chromebooks as well.

The entire campus is accessible for students with disabilities.

During the 2012-13 school year, construction was completed on a new quarter-mile track that encloses a new field. This new edition was funded by the Measure J bond. Traina Elementary School students began using this new track and field area in fall of 2013.

The new gymnasium, also part of Measure J, opened near the end of the 2015-16 school year and went into full use during 2016-17. The building includes a classroom for our band teacher, an office for our PE department, storage facilities and restrooms.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	0.6
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information				Three-Year Data
	Jefferson SD	**Traina ES**		
Teachers	**17-18**	**15-16**	**16-17**	**17-18**
With a full credential	110	41	35	35
Without a full credential	4	1	1	1
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions			Three-Year Data
	Traina ES		
Teachers	**15-16**	**16-17**	**17-18**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

We encourage teachers to attend outside conferences and workshops to further their education and stay current in recent educational research. Minimum days are scheduled throughout the year for teachers to participate in ongoing staff development at both the site and district levels. Teachers participate in ongoing staff development at the site as well as the county level. Professional-development methods include: after-school workshops, conferences, and individual mentoring and coaching. Teachers have participated in Common Core English language arts, math, writing, Guided Language Acquisition Design (GLAD), meeting the needs of special populations, technology training and district instructional norms. Grade-level collaboration teams also worked together to develop Common Core-aligned instructional guides, assessments and professional learning community collaboration.

Professional Development Days			Three-Year Data
	2015-16	**2016-17**	**2017-18**
Traina ES	3 days	2 days	3 days

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data — 2015-16 Fiscal Year

	Jefferson SD	Similar Sized District
Beginning teacher salary	$39,938	$47,034
Midrange teacher salary	$64,090	$73,126
Highest teacher salary	$78,451	$91,838
Average elementary school principal salary	$103,311	$116,119
Superintendent salary	$159,227	$178,388
Teacher salaries: percentage of budget	43%	37%
Administrative salaries: percentage of budget	6%	6%

"The dedication of the staff to developing in these collaborative practices will help ensure the quality of learning for every Traina student."

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison — 2015-16 Fiscal Year

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Traina ES	$5,162	$63,835
Jefferson SD	$6,629	$69,026
California	$6,574	$74,194
School and district: percentage difference	-22.1%	-7.5%
School and California: percentage difference	-21.5%	-14.0%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data

2015-16 Fiscal Year	
Total expenditures per pupil	$5,903
Expenditures per pupil from restricted sources	$741
Expenditures per pupil from unrestricted sources	$5,162
Annual average teacher salary	$63,835

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Anthony C. Traina Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of November 2017.

School Accountability Report Card

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